



Curriculum Framework

# **Grade Two**

## **Introduction to History and Social Science**

Commonwealth of Virginia  
Board of Education  
Richmond, Virginia  
2001

**STANDARD 2.1**

The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

Essential Understandings	Essential Questions	Essential Knowledge			Essential Skills
Ancient people made contributions that affect the present world.	What contributions did the people of ancient China and Egypt make to the development of written language?  What inventions came from ancient China and Egypt?  What examples of architecture from ancient China and Egypt are still present today?	<b>Terms to know</b> <ul style="list-style-type: none"><li>• Ancient: Long, long ago</li><li>• Architecture: The design of buildings</li><li>• Contribution: The act of giving or doing something</li></ul> <b>Contributions of Ancient China and Egypt</b>			Locate and use information from print and non-print sources.  Gather, classify, and interpret information.  Use resource materials.  Collect, organize, and record information.
			China	Egypt	
		Written Language	Characters, symbols	Hieroglyphics	
		Inventions	Kite Silk cloth Compass Bronze Fireworks	Paper made from papyrus 365-day calendar Clock	
		Architecture	Great Wall	Pyramids	
		Many inventions of ancient China and Egypt are still used today.			

**STANDARD 2.2**

The student will compare the lives and contributions of American Indians (First Americans), with emphasis on the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest.

Essential Understandings	Essential Questions	Essential Knowledge					Essential Skills
<p>Many American Indian (First American) tribes lived in Virginia and in other regions of America.</p> <p>American Indians (First Americans) met their basic needs in different ways.</p> <p>American Indians (First Americans) have made contributions to present-day life.</p>	<p>In what ways were the American Indians (First Americans) in Virginia like and different from the Sioux and Pueblo Indians?</p> <p>Who are some of the American Indians (First Americans) who lived in Virginia and in other regions of the United States?</p> <p>What are some contributions of the American Indians (First Americans)?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"><li>Regions: Places that have common (the same) characteristics</li></ul>					<p>Compare and contrast differing sets of ideas.</p> <p>Gather, classify, and interpret information.</p> <p>Construct and explain simple charts.</p> <p>Collect, organize, and record information.</p>
		<b>Region</b>	<b>Indians</b>	<b>Homes</b>	<b>Occupations</b>	<b>Transportation</b>	
		<i>Eastern Woodlands</i>	Powhatan	Wood and bark houses	Fishermen Hunters Farmers	Walked Paddled canoes	
		<i>Plains</i>	Sioux	Teepees	Hunters Horsemen Warriors	Walked Used horses	
		<i>Southwest</i>	Pueblo	Multi-story terraced buildings	Farmers	Walked	
		<p><b>Contributions of American Indians (First Americans)</b></p> <ul style="list-style-type: none"><li>Arts (jewelry, pottery, weaving)</li><li>Legends and stories</li><li>Respect for nature</li><li>Farming</li></ul>					

**STANDARD 2.3**

The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Communities change over time for a variety of reasons.	How and why have communities changed over time?	<p><b>Terms to know</b></p> <ul style="list-style-type: none"><li>• Community: A place where people live, work, and play</li><li>• Population: The number of people living in a community</li><li>• Transportation: A way of moving people and things from one place to another</li></ul> <p>The way people live today is different from the way people lived long ago.</p> <p>New inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.</p>	<p>Make and explain graphs.</p> <p>Compare and contrast information.</p> <p>Gather, classify, and interpret information.</p>

## STANDARD 2.4

The student will develop map skills by

- locating China and Egypt on world maps;
- locating the regions of the Powhatan, Sioux, and Pueblo Indians on United States maps;
- comparing the climate, land, and plant life of these regions;
- describing how people in these regions adapt to their environment.

Essential Understandings	Essential Questions	Essential Knowledge				Essential Skills
People adapt to their environment in different ways.	Where are China and Egypt located on a world map?	<b>Terms to know</b> <ul style="list-style-type: none"> <li>Climate: The kind of weather an area has over a long period of time</li> <li>Land: The shape of the land's surface</li> <li>Environment: Surroundings</li> </ul> China is located in Asia. Egypt is located in Africa.				Locate regions on maps and globes.
	Where are the regions of the Powhatan, Sioux, and Pueblo people located on a United States map?					Locate and use information from print and non-print sources.
	How are the climates, land, and plant life of these regions similar and different?		<b>Climate</b>	<b>Land</b>	<b>Plant Life</b>	Use resource materials.
	How did the ancient Chinese, Egyptians, Powhatan, Sioux, and Pueblo people adapt to their environments?	<i>China</i>	Seasons	Forests Hills, mountains Deserts	Great variety of plant life	Collect, organize, and record information.
		<i>Egypt</i>	Hot, dry	Nile River Deserts Flooding	Grasses along the Nile River	Gather, classify, and interpret information.
		<i>Eastern Woodlands (Powhatan)</i>	Mild winters Hot, humid summers	Rivers Hills, mountains Coastland	Forests Variety of plant life	
		<i>Plains (Sioux)</i>	Hot summers Harsh, cold winters	Plains Prairies Rolling hills	Grasses	
		<i>Southwest (Pueblo)</i>	Hot days Cold nights Little rainfall	High flatlands	Cactus	

**STANDARD 2.4 (continued)**

The student will develop map skills by

- a) locating China and Egypt on world maps;
- b) locating the regions of the Powhatan, Sioux, and Pueblo Indians on United States maps;
- c) comparing the climate, land, and plant life of these regions;
- d) describing how people in these regions adapt to their environment.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Ways people adapted to their environment</b></p> <ul style="list-style-type: none"><li>• The ancient Chinese fished, farmed, and irrigated the land.</li><li>• The ancient Egyptians farmed and irrigated the land near the Nile River.</li><li>• The Powhatans farmed, fished, hunted, used trees for homes and canoes, and gathered plants for food.</li><li>• The Sioux moved around the region to hunt for buffalo. They used horses for transportation.</li><li>• The Pueblo farmed the land. They lived in villages in adobe (clay) houses.</li></ul>	

## STANDARD 2.5

The student will develop map skills by

- a) locating the equator, the seven continents, and the four oceans on maps and globes;
- b) locating selected rivers (James River, Mississippi River, Rio Grande), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Maps can be used to locate land and water features.</p> <p>Maps and globes help people study the Earth.</p>	<p>Where are the seven continents, the four oceans, and the equator located on maps and globes?</p> <p>Where are these major rivers, lakes, and mountain ranges located on a map of the United States?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"><li>• Equator: An imaginary line around the middle of the Earth</li><li>• Continent: A large body of land on the Earth</li></ul> <p><b>The seven continents</b> Locate North America, South America, Europe, Asia, Africa, Australia, and Antarctica on maps and globes.</p> <p><b>The four oceans</b> Locate the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, and the Pacific Ocean on maps and globes.</p> <p><b>Selected rivers, mountain ranges, and lakes</b> Locate the James River, the Mississippi River, the Rio Grande, the Appalachian Mountains, the Rocky Mountains, and the general area of the Great Lakes on a United States map.</p>	<p>Locate areas (regions) on maps and globes.</p>

## STANDARD 2.6

The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People who make maps include a title, map legend, and compass rose.</p> <p>A map is a drawing that shows what places look like from above and where they are located.</p> <p>A map legend includes symbols that represent objects and places.</p>	<p>What is included when making a map?</p>	<p><b>Maps include the following:</b></p> <ul style="list-style-type: none"><li>• Title—The name or kind of map</li><li>• Map legend—A list of shapes and symbols used on a map and an explanation of what each stands for</li><li>• Compass rose—A symbol that shows direction (north, east, south, and west) on a map</li></ul>	<p>Use a map legend.</p> <p>Draw maps of familiar areas.</p> <p>Make and use simple map symbols.</p> <p>Use a compass rose to identify directions.</p>



**STANDARD 2.7**

The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The three main types of resources are natural, human, and capital.	What are natural, human, and capital resources?	<b>Terms to know</b> <ul style="list-style-type: none"><li>• Natural resources: Materials that come from nature</li><li>• Human resources: People working to produce goods and services</li><li>• Capital resources: Goods made by people and used to produce other goods and services</li></ul> <b>Examples of resources</b> <ul style="list-style-type: none"><li>• Natural: Water, soil, wood, coal</li><li>• Human: Farmers, miners, builders, painters</li><li>• Capital: Hammers, computers, trucks, lawn mowers, factory buildings</li></ul>	Gather, classify, and interpret information.

**STANDARD 2.8**

The student will distinguish between the use of barter and money in the exchange for goods and services.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
People acquire goods and services through barter or through the exchange of money.	What is the difference between using barter and using money in exchange for goods and services?	<b>Terms to know</b> <ul style="list-style-type: none"><li>• Barter: The exchange of goods and services without the use of money</li><li>• Money: Coins, paper bills, and checks used in exchange for goods and services</li></ul>	Compare and contrast different concepts.

**STANDARD 2.9**

**The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>People are both producers and consumers.</p> <p>People must make economic choices because resources are limited (scarcity).</p>	<p>What is scarcity?</p> <p>What is a consumer?</p> <p>What is a producer?</p> <p>Why do people have to make economic choices?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"><li>• Scarcity: Not being able to meet all wants at the same time</li><li>• Consumer: A person who uses goods and services</li><li>• Producer: A person who uses resources to make goods and/or provide services</li></ul> <p>People make economic choices because resources and goods and services are limited.</p>	<p>Make decisions based on information.</p> <p>Gather, classify, and interpret information.</p>

## STANDARD 2.10

The student will explain the responsibilities of a good citizen, with emphasis on

- a) respecting and protecting the rights and property of others;
- b) taking part in the voting process when making classroom decisions;
- c) describing actions that can improve the school and community;
- d) demonstrating self-discipline and self-reliance;
- e) practicing honesty and trustworthiness.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A good citizen has a variety of responsibilities.	What are some responsibilities of a good citizen?	<b>Responsibilities of a good citizen</b> <ul style="list-style-type: none"><li>• Respecting and protecting the rights and property of others</li><li>• Taking part in the voting process when making classroom decisions</li><li>• Describing actions that can improve the school and community</li><li>• Demonstrating self-discipline and self-reliance</li><li>• Practicing honesty and trustworthiness</li></ul>	Participate in groups and democratic society.  Make decisions.

**STANDARD 2.11**

**The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
Individuals in the past have worked successfully to improve the lives of other Americans in the United States.	How did George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. help to improve the lives of other Americans?	<b>Famous Americans and their contributions</b> <ul style="list-style-type: none"><li>• George Washington: He led the fight for freedom from England and helped establish a new country.</li><li>• Abraham Lincoln: He was the President of the United States who helped free African American slaves.</li><li>• Susan B. Anthony: She led the struggle to give women equal rights, including the right to vote.</li><li>• Helen Keller: She overcame disabilities and worked to help others who were blind and deaf.</li><li>• Jackie Robinson: He was the first African American player in the major leagues of baseball. His actions helped to bring about other opportunities for African Americans.</li><li>• Martin Luther King, Jr.: He was an African American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches.</li></ul>	Collect, organize, and record information.  Gather, classify, and interpret information.  Compare and contrast different personalities and behaviors.  Explain cause and effect relationships.

**STANDARD 2.12**

**The student will understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>The United States is a land of people who have diverse ethnic origins, customs, and traditions.</p> <p>They contribute to their community by practicing the responsibilities of good citizens.</p> <p>Americans are a people of diverse ethnic origins, customs, and traditions who are united as Americans by common principles and traditions.</p>	<p>How do people of diverse ethnic origins, customs, and traditions, participate and contribute to their communities in the United States?</p> <p>How are people of different ethnic origins and customs united as Americans?</p>	<p>People living in the United States who have diverse ethnic origins, customs, and traditions participate in and contribute to their communities.</p> <p>People contribute to their community by practicing the responsibilities of good citizens.</p> <p>While people in our communities have different ethnic and cultural origins, they are united as Americans by common principles and traditions.</p> <p>People share the principles of respecting and protecting the rights and property of others, participating in school and community activities, demonstrating self-discipline and self-reliance, and practicing honesty and trustworthiness.</p>	<p>Compare and contrast differing sets of ideas.</p> <p>Make generalizations of data.</p> <p>Gather and classify information.</p>